



1997-98 KIRIS ASSESSMENT

Open-Response Item Scoring Worksheet

Grade 11—Vocational Studies

The **academic expectation** addressed by the open-response item “Résumé for Receptionist Position” is

2.35 Students demonstrate skills such as interviewing, writing résumés, and completing applications that are needed to be accepted into college or other post-secondary training or to get a job.

The **core content** assessed by this item includes

- The following skills are needed for seeking jobs/careers and post-secondary opportunities:
 - writing a letter of application
 - completing an application
 - securing a letter of reference
 - preparing a résumé
 - knowing interview techniques
 - writing a follow-up letter
 - developing a letter of resignation

Résumé for Receptionist Position

Shawna is applying for a receptionist position. She has submitted her résumé to several potential employers.

- a. Review Shawna’s résumé. If you were an employer seeking to fill a receptionist position, what **three** items in Shawna’s résumé would be most influential in your decision to hire or not hire her?
- b. Explain why each would be important in your hiring decision.
- c. Describe **three** specific ways Shawna could improve her résumé and make herself more marketable.



Résumé Example Grade 11 Vocational Studies

Grade 11—Résumé for Receptionist Position

Shawna Jones
3267 Davis Avenue
Waterville, OH 43210
(419) 545-7110

Objective: Obtain a position as a receptionist.

Education: Roosevelt High School
900 Phillips Parkway
Waterville, OH

Graduate: May 1996
Major area of study: Accounting, Computer
Applications, Model Office

Work Experience: Freddie's Burgers
3500 Main Street
Dayton, OH 43202

June 1995, to present
Duties include waiting on customers, assisting in the kitchen,
and serving as cashier.

School Activities: Pep Club — 4 years
Junior Class Student Council Representative — 1 year
Students Against Drunk Driving — 2 years
Future Business Leaders of America (FBLA) — 4 years
FBLA President — 1 year
RHS Soccer Team — 4 years

Community Involvement: Adopt-A-Highway Volunteer
Volunteer at Mercy Hospital
Member of youth group choir

Hobbies: Listening to music, talking on the phone with friends, and
jogging

References: Available upon request



SCORING GUIDE

Grade 11 Vocational Studies

Score	Description
4	Student identifies at least 3 items from Shawna's résumé and fully and clearly explains why each would influence a decision to hire or not hire Shawna. Student gives 3 specific ways to improve her résumé.
3	Student identifies at least 3 items from Shawna's résumé. Explanation of their influence is clear but less developed. Student gives 2 or 3 specific ways to improve her résumé.
2	Student fully answers one part and partially answers one part of the prompt. OR Student partially answers all 3 parts of the prompt.
1	Student partially answers 1 or 2 parts of the prompt.
0	Response is totally incorrect or irrelevant.
Blank	No answer.

Items that might influence decision:

- objective is same as job
- major areas of study are similar to job
- job experience includes customer service
- very active in clubs
- leadership positions
- long term involvement in clubs
- talking with friends on phone — will she do this on the job?
- she jogs and is healthy
- she volunteers and seems like a generous, nice person

Improvements:

- include specific examples
- highlight important areas (i.e., make name larger or bold headings)
- include section to highlight relevant skills (i.e., typing, greeting people)
- remove hobbies
- rank activities according to relevance in job
- make hobbies more relevant to job
- provide more detail regarding community involvement
- more education
- more experience



ANNOTATED STUDENT RESPONSE

Grade 11 Vocational Studies

Sample 4-Point Response of Student Work

Student Response

(A) As an employer, the most influential items in Shawna's résumé in my decision to hire her would be her major area of study, her work experience, and her community involvement.

(B) Because her major area of study included Computer Applications, she would have the skills necessary to find information, to store info. or messages, and to type — all important capabilities that a receptionist might use. Also, her past work experience shows that she is aware of an employer's expectations to be on time, to work hard, & to have a positive attitude. Finally, her community involvement, especially as a hospital volunteer, gave her experience in working with many strangers to satisfy them, and probably in relaying messages. At the hospital, she also probably had many opportunities to observe the secretaries and nurses that answer phones or typed messages on each floor.

(C) In order to improve her résumé, Shawna should, first of all, list her GPA (if it is good) under Education. By being involved in clubs, the community, having a job, and still managing to keep up her school work & good grades, Shawna would be demonstrating a great deal of responsibility and self-discipline. Another specific way she could improve her résumé would be by elaborating on her school activities, listing projects that the clubs of which she is a member conducted. Finally, a third way to improve it would be to list the specific types of jobs she was responsible for while volunteering at the hospital & other areas. She could even list any trips or concerts that the choir took, simply demonstrating her diverse interests and her well-rounded character.

Student identifies three items from Shawna's résumé that would influence an employer's decision to hire or not hire her (i.e., area of study, work experience, and community involvement).

Student clearly explains why each of the three items would influence a hiring decision (i.e., area of study shows she has skills needed for the job; work experience shows knowledge of work ethic and habits needed to hold a job; community involvement shows experience interacting with different types of people and experience or observation of people in a workplace setting).

Student gives three specific ways Shawna could improve her résumé (i.e., include GPA, describe some of the projects her clubs have completed, and outline her specific responsibilities as a hospital volunteer).

Overall, student demonstrates strong knowledge of what constitutes a good résumé. Student identifies and clearly explains three items from Shawna's résumé that would influence an employer's decision to hire or not hire her. In addition, student describes three ways that Shawna could improve her résumé.



ANNOTATED STUDENT RESPONSE

Grade 11 Vocational Studies

Sample 3-Point Response of Student Work

Student Response

- a)1) Involved in extracurricular activities in which she displayed leadership & social skills (FBLA, SADD, Student Council)
- 2) Has had little work experience.
- 3) She enjoys spending time on the phone
- b)1) These activities show that she is a "people-person", outgoing and assertive. These are needed qualities in a receptionist's job, as they are in charge of dealing with callers & other people every day & their performance reflects on the company.
- 2) Though Freddie's Burger is some experience, receptionists deal with people more than cash registers or food.
- 3) Receptionists have many responsibilities having to do with the telephone, and if she enjoys "talking on the phone with friends" so much that she's put it on her resume, an employer may worry that she'll talk to friends on company phone & time.
- c) She might want to 1) re-evaluate her "Hobbies," list more constructive activities 2) list her references, 3) re-phrase her job's description at Freddie's Burgers.

← Student identifies three items from Shawna's résumé that would influence an employer's decision to hire or not hire her (i.e., extracurricular activities, work experience, and hobby of talking on the telephone).

← Student clearly explains why Shawna's extracurricular activities would influence a hiring decision.

← Student offers some explanation why Shawna's work experience would influence a hiring decision. Explanation is not fully developed.

← Student clearly explains that Shawna's hobby of talking on the phone might influence an employer not to hire her.

← Student gives three ways that Shawna could improve her résumé (i.e., make her hobbies more "constructive," list her references, and rephrase her Freddie's Burgers job description).

Overall, student identifies three items that would influence an employer's decision to hire or not hire Shawna. Student provides an explanation for all three items, but the explanation for work experience lacks some development. Finally, student gives three suggestions for improving Shawna's résumé.



ANNOTATED STUDENT RESPONSE

Grade 11 Vocational Studies

Sample 2-Point Response of Student Work

Student Response

A) If I was an employer seeking to fill a receptionist position three things I would look fore in Shawna's résumé are:

- 1) Qualifications
- 2) References
- 3) Schooling.

By looking a Shawna's résumé I see that she is qualified for the job.

B) Each thing I would look for would tell me if she can type and if she is really a good worker and wether or not she graduated from school or not. I can check and see if she had the classes needed for filling the position.

C) Three things Shawna could do to make her resume better are:

- 1) Put references on the résumé.
- 2) Write a letter of application and attach it to the résumé.
- 3) Tell how well she did in her classes she took.

← Student attempts to identify three items from Shawna's résumé that would influence an employer's decision to hire or not hire Shawna (i.e., qualifications, references, and schooling). Only two of the items however, are actual items in the résumé (i.e., references and schooling). Qualifications could refer to the entire résumé.

← Student attempts to explain why the identified items would be important in a hiring decision, but the explanation is only partially developed (e.g., there is no direct explanation about the importance of references).

← Student describes three ways that Shawna could improve her résumé, but only two of these are appropriate (i.e., "put references on the resume" and "tell how well she did in her classes"). Writing a letter of application and attaching it to the résumé is not an improvement to the résumé.

Sample 1-Point Response of Student Work

Student Response

A) I would hire her because she majored in Computer Accounting she has helped her community a great deal.

B) She would have experience work with people and computers.

C) She needs more time to get things worked out.

← Student identifies two items that would influence an employer's decision to hire or not hire Shawna (i.e., computer class and community involvement).

← Student gives a general explanation for each item.

← Student gives no specific ways that Shawna can improve her résumé.



INSTRUCTIONAL STRATEGIES

Grade 11 Vocational Studies

The open-response item “Résumé for Receptionist Position” assesses students’ ability to evaluate the strengths and weaknesses of a résumé for a particular position. The instructional strategies below present ideas to help students explore and master this concept.

Résumé for Receptionist Position

Invite a personnel manager or human resources representative to speak to the class about features of effective résumés.

Share resources (e.g., books, handouts) that present strategies for writing and designing (formatting) effective résumés.

Show examples of good and poor résumés for students to discuss.

Have students work individually, in pairs, and/or in small groups to complete any or all of the following activities:

- Brainstorm experiences, skills, and aptitudes that they could include in their own résumés.
- Identify a job to apply for and tailor an existing résumé, or develop a new résumé, specifically for the job.
- Critique one another’s résumés.